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ABSTRACT

Developed by an experienced group of Texas adult education teachers, the handbook deals with basic information on certain aspects of adult education important to the orientation of new teachers and useful for all teachers. Section 1, briefly considers adult education laws in Texas, definitions used in adult and continuing education, enrollment eligibility, teacher preparation, and the organizational structure of adult education, and outlines required report forms and their completion. The longest section of the document, Section 2, is intended to help the new teacher understand the needs, learning habits, and attitudes of new learners and his responsibilities as their teacher. Characteristics of adult learners, behaviors affecting black-white relationships, and methods of assessing the needs and evaluating the progress of adult learners are described. Methods of motivating the adult learner and qualities inherent in the good adult education teacher are discussed. Questions that teachers should ask their director; procedures and a checklist for evaluating materials; the Gunning Formula to determine adult reading grade level; the learning environment; General Educational Development Program; and teaching English as a second language are also discussed. A 12-item bibliography is appended. (NH)

ED101080

HANDBOOK

FOR

TEACHERS OF ADULTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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NORTH TEXAS STATE UNIVERSITY

COLLEGE OF EDUCATION

OFFICE OF ADULT/CONTINUING EDUCATION

DENTON, TEXAS 76203

August, 1974

CE 002 814

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WELCOME TO ADULT EDUCATION:

As a teacher of adults, you will be faced with a teaching situation quite different from that of teaching children and youth. Your diversified student population will demand extra effort on your part to provide services which will best meet each individual's needs. This task will require your dedication to adult teaching and interest in your students.

You have a vital role in the program. Your degree of success in upgrading your students' educational level will have its impact upon the whole state adult education program.

This handbook was envisioned as one means of assisting you in your first steps in adult education. A group of experienced adult education teachers, representing various geographic areas of Texas, met at North Texas State University and developed this product. This handbook is not intended to be an all-encompassing document, but rather to deal with basic information on certain aspects of adult education felt to be important for the orientation of new teachers. Pre- and in-service training will provide additional opportunities for the acquisition of competencies in teaching adults.

Your task will be difficult but the rewards will be gratifying.

Bob G. Allen
Director for the Division of
Adult and Continuing Education

ACKNOWLEDGEMENTS

This handbook is an effort to provide at least some working knowledge about adult education for the new teacher. It was planned by the Institute on Developing Orientation Procedures for New Adult Basic Education Teachers, sponsored by the Texas Education Agency and conducted by the Program in Graduate Studies in Adult/Continuing Education at North Texas State University, June 10-14, 1974.

The participants and consultants for this Institute are listed on the inside front cover. Each made a significant contribution to the handbook and all were a source of expert advice in the area of new teachers' need.

The faculty and staff at N.T.S.U. wish to thank each and also their respective sponsoring agencies, the Adult and Continuing Education Division of the Texas Education Agency, and the Region VI Staff Development Project at UT at Austin, for helping to make this handbook possible.

Ray V. Clarke
Denton
June 30, 1974

HOW TO USE THIS HANDBOOK

This handbook was originally planned to be used primarily in the orientation of in-coming Adult Basic Education teachers. However, as the committees researched each area and condensed their findings, a broader concept was seen: we expect that all teachers of adults may find some section useful.

We suggest that these pages be placed in a loose-leaf binder and given to each teacher, whether experienced or inexperienced. This would allow for review for the former and serve as a "first step" for the latter.

A loose-leaf binder is suggested as the local or coop directors may want to add other information pertinent to their programs, but not necessarily to all programs. It will also provide a convenient place for notes made by the teachers at various in-service education sessions. Last, but not least, the newer information provided by the state agency may be kept in an easily accessible place.

The organization is into two sections. Section I is an overall view and regulations of the adult education programs sponsored by the Texas Education Agency. Section II consists of suggestions, recommendations, and helpful hints developed by the Institute participants.

The participants listed on the inside front cover should be utilized as a local resource when orientation sessions are planned. All of them contributed greatly to the development of this handbook.

SECTION I - ADULT AND CONTINUING EDUCATION IN TEXAS

Contents

Adult Education Laws in Texas 1

Extent of Need 1

Definitions Used in Adult and Continuing Education 2

Eligibility for Enrollment 2

Teacher Preparation Requirements 3

Organizational Structure of Adult Education in Texas 4

Required Reports 5

Instructions for Completing Adult and Continuing Education Class Report (Form ACE-039 R-74) 6

Forms Needed

1. Suggested Form for Collection of Needed Student Information 13
2. Attendance Record 14
3. ACE Class Report (ACE-039 R-74) . . . 15
4. Personnel Data (Reverse of Form ACE-039 R-74)

SECTION II - TEACHING ADULT AND CONTINUING EDUCATION

Contents

Challenge = Opportunity 17

Who is the Adult Learner 18

Cultural Awareness 19
1. Behavior and Assumptions 20
2. An Exercise in Cultural Expressions 22

Assessing Needs 23

Motivation 28

The Adult Education Teacher 31

Questions Teachers Should Ask Their Director 35

Evaluating Materials 36
1. Gunning Formula 38
2. Check List 39

Learning Environment 41

General Equivalency Diploma (GED) 42

Teaching English as a Second Language (ESL) 45

ADULT EDUCATION LAWS IN TEXAS

The seriousness of illiteracy in the U.S. prompted the federal government to provide funds to the states to deal with the problem. In 1962 the Manpower Development Training Act (MDTA) provided money for academic and skill training for the unemployed. Funds for adult literacy education were directly allocated to the states for the first time in 1964 under the Economic Opportunity Act. In 1966 the Adult Education Act was enacted as part of the Elementary and Secondary Education Act. This legislation provided for literacy training of adults with less than eight years of schooling.

In Texas, state funds for adults needing educational help up to the high school graduation level were appropriated for the first time in the Spring of 1973. House Bill 147 of the 63rd Legislature authorizes the following instructional program:

(1) Providing adults basic reading, writing, speaking, and mathematical skills, and general knowledge acquisition through the eighth grade level of competency or an accepted minimum performance level.

(2) Preparing adults for competitive and successful results in the General Educational Development (GED) test.

(3) Preparing and assisting adults to complete high school credit programs.

(4) Assisting adults to meet specific educational objectives below the college credit level.

(5) Providing educational prerequisites to vocational training or post-secondary education.

EXTENT OF NEED

According to the School District Fourth Count Tape, 1970 Census Data, of a total state population of 11,196,730, of those adults 25 years of age or older, 1,758,413 completed less than nine (9) years of schooling. In addition 1,302,223 Texans were reported as having completed nine (9) but less than 12 years of school. In other words, over 3.5 million persons age 25 and over residing in Texas at the time of the Census lacked a high school diploma. This represents 52.61% of the total population 25 years of age and over surveyed in the 1970 Census who are in need of a high school education.

The overall estimated population in Texas age 16 and over with less than a high school diploma is 3.975,740. (Source: U.S. Department of Commerce, Bureau of the Census, prepublication data from U.S. Census of Population: 1970, Detailed Characteristics, PC (1) D series, 4-1-70).

DEFINITIONS USED IN ADULT AND CONTINUING EDUCATION
(AS SET FORTH IN HOUSE BILL 147)

Adult education: services and instruction provided by public local education agencies below the college credit level for adults.

Adult: any individual who is over the age of compulsory school attendance.

Adult basic education: education for adults who function below the ninth grade level in reading, writing, speaking, general mathematics, and other generally required school subjects.

General Educational Development: education for adults for competitive and successful results in the GED test series for certification of high school equivalency.

ELIGIBILITY FOR ENROLLMENT

1. *Age:* Enrollee must be beyond the age of compulsory school attendance. (Exceptions may be made with written permission of the public school in the regular attendance zone of the enrollee. In no case may an enrollee be accepted if less than 16 years of age as of September 1 of the current school year.)

2. *Educational level:* Enrollee must not have received a high school diploma or a Certificate of Equivalency. Exception: does not apply to persons enrolling in English as a Second Language.

3. *Educational needs:* Eligibility is also based on the need for basic education to learn to read, write, and speak the English language and to learn computation skills, or to achieve more adequate competency in basic education; to become more capable of benefiting from vocational training or higher education and otherwise increase opportunities and skills for more productive employment; and to become less dependent on others and become better able to meet adult responsibilities and needs.

4. *Residency requirement:* Enrollee must be legal resident of the State of Texas or the United States.

TEACHER PREPARATION REQUIREMENTS

The Tentative Operating Guide for Adult Education Programs in Texas, published by the Division of Adult and Continuing Education, lists the following requirements for teachers in Texas Education Agency sponsored adult and continuing education programs:

All teachers and teacher-aides shall receive a total of 12 hours of pre-service and in-service training annually.

Teachers not possessing a valid Texas Teacher's Certificate but having a college degree and less than two years of adult education teaching experience shall attend 12 hours of in-service training annually in addition to that specified in the above item.

Teachers not possessing a Bachelor's degree or equivalent shall provide evidence of successful completion of 6 semester hours of adult education college credit courses within two years of the time they begin teaching adults.

All personnel shall have on file with the Texas Education Agency the Staff Information Sheet prior to engaging in instructional services.

All full-time personnel shall have on file with the Texas Education Agency, a Statement of Qualifications prior to actual instruction. The Texas Education Agency Form 428 will be used to meet this requirement.

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ORGANIZATIONAL STRUCTURE OF ADULT EDUCATION IN TEXAS

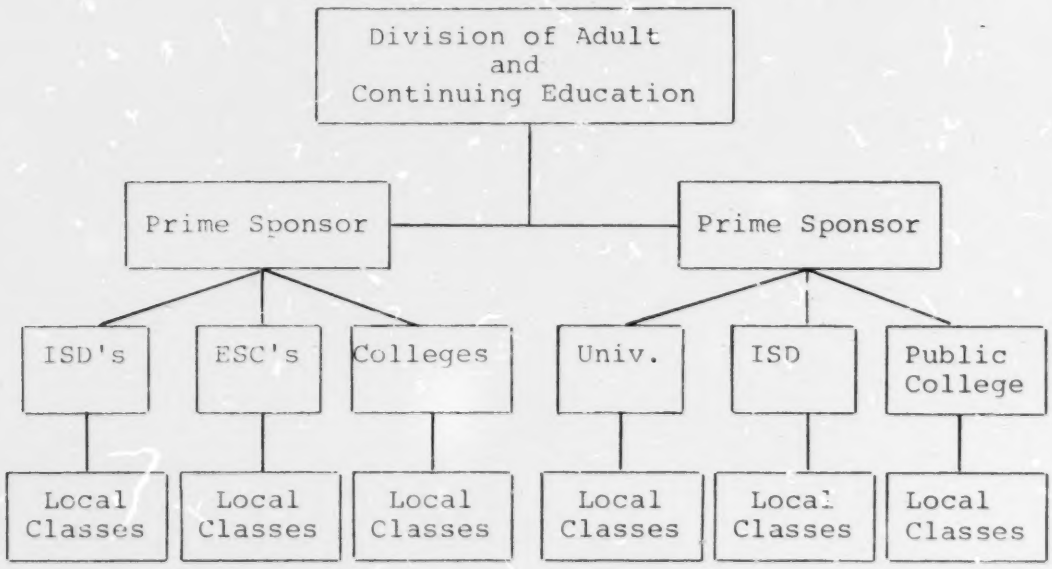
Adult Education programs in Texas are administered by the Division of Adult and Continuing Education of the Texas Education Agency (TEA).

The purpose of the Division of Adult and Continuing Education is to provide more effective adult education and training in Texas by assisting local education agencies in developing, implementing, operating, and evaluating several types of programs for adults and out-of-school youth whose needs are not met by other public educational programs.

ADULT EDUCATION COOPERATIVE PROGRAMS (COOPS)

In order to facilitate administrative as well as fiscal coordination of services for adult education programs, the coop systems were organized. Under this approach independent school districts (ISD), regional education service centers (ESC), public junior colleges, and public colleges and universities within a geographic region of the state can come together and form a coop. One of the coop members is selected by the other members to serve as the "prime sponsor." The prime sponsor serves as the coordinating and fiscal agency for the coop. Each coop member hires its own staff.

The following schematic diagram depicts the organizational structure of adult education programs.



REQUIRED REPORTS

In this age of accountability, accurate accounting is needed. The teacher plays a vital role in this evaluation process. The teacher provides class information which is used by the local education sponsor to report to the Division of Adult and Continuing Education of the Texas Education Agency. These reports are used to account for the total state program to the Department of Health, Education, and Welfare in Washington, D.C. and to the Governor of Texas and the Texas Legislature.

In order to fulfill this vital role, new teachers should be guided by their director in the approved ways to collect and report needed information. Also, experienced teachers could provide helpful hints that facilitate the record-keeping process.

Two of the most important reports required by the Texas Education Agency are the monthly and annual program reports. By examining these forms, the new teacher should develop a system for gathering the necessary information. A suggested form is included in the following forms.

The adult education director must submit an Annual Program Report and a final narrative summary explaining the overall activities of the local program. This annual report is due thirty days after the completion of the program and before August 1 of each year.

The following required items in the narrative could be answered by teachers:

(1) Successes and accomplishments resulting from adult education programs, such as student entry into skills, training program or job entry.

(2) Instructional materials which have enhanced the program.

(3) Teacher and student curriculum evaluation.

(4) Major problems which obstructed the program such as facilities, curtailment, or lack of support.

The following forms are suggested for record keeping:

(1) Suggested form for collection of needed student information
(2) Attendance Record
(3) ACE Class Report
(4) Personnel Data Report.

Information on the correct use of these forms is included.

INSTRUCTIONS FOR COMPLETING ADULT AND CONTINUING EDUCATION CLASS REPORT (FORM ACE-039 R-74)

GENERAL REQUIREMENTS

The Class Report Form ACE-039 R-74 is designed for use throughout the ACE programs. A separate report is to be completed by the instructor for each class. It is to be completed immediately following the termination of the class. DO NOT WAIT until the end of the fiscal year as tabulation by the Division of Adult and Continuing Education of data shown on the reports needs to begin as early as possible. These data are then used by the Division to compile a detailed report on Adult Education activities throughout the State of Texas for the fiscal year.

The information requested on the Class Report Form is to be supplied by the instructor who taught the students listed from individual student records maintained by that instructor. The instructor signs the Class Report upon completing it and forwards it to the Coop Director in charge of Adult and Continuing Education. The Coop Director checks this form ACE-039 R-74 for completeness and accuracy, signs and dates his approval, and promptly forwards two copies (white and canary) to the ACE Area Consultant. The Coop Director also has responsibility for verifying the completeness of all data required on the Personnel Data Form ACE-039 R-74, assisted by the instructor and all supporting personnel.

FORM LAYOUT

There are two major sections of this report. The first section is at the top and consists of Items I-VII. It identifies the sponsorship, community size, type of program, and class meeting time and place. The second section identifies individual students, their participation, progress, and accomplishments.

Disregard the numbers shown in parentheses in various places; they are column identifiers used by keypunchers in preparing tabulating cards for computer processing.

DETAILED INSTRUCTIONS FOR FIRST SECTION

Item I: Do not write in this space.

Item II: Prime Sponsor County-District Number--Enter the County-District number for the Prime Sponsor of the Adult Education Program. (See Texas Education Agency (TEA) Bulletin 738 or Coop Director.)

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Item III: Name of Campus--Enter the name of the campus where the program is being held.

Item IV: Population Categories--Check the appropriate population breakdown according to the following items:

1. (To 2,500) refers to an ACE program held in a rural community with a population of less than 2,500.
2. (2,501 to 100,000) refers to an ACE program in a community with a population of 2,501 to 100,000 persons.
3. (100,000+ refers to an urban ACE program with population over 100,000.

Item V: Program Identification--Check for the appropriate programs:

1. Adult Basic Education
2. High School Credit Course
3. GED Preparatory Class
4. GED-TV (GED being taught through the use of television video tapes)
5. ESL (English as Second Language)

Item VI: Self-explanatory.

Item VII: Type of Classroom Location--This shows where participants attended classes by type of classroom location. "School Building" can be either public or private. Junior high and elementary school buildings are classified together.

"Learning Centers" for purposes of this report are adult instructional settings featuring (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, and (3) being open for extended periods of time and on a daily basis, e.g., 1:00 P.M. to 9:00 P.M. In case a learning center is found in any other type of classroom location listed in Item VII, participants should be counted as attending a learning center, not another type of location. Check only one category under Item VII since this is a report for a single class or learning center.

"Correctional Institutions" can be federal, state, or local and include youth offenders as well as adults. Inmates are the only ones to be included in this category.

"Hospitals" can be federal, state, or local; mental institutions are included. Hospital in-patients and out-patients are the only ones to be included in this category.

"Work Sites" can be public or private, as long as they are operating places of employment for the participants. If hospital or correctional employees are trained at their respective job locations, they would be counted under the work site category.

"Other locations" include those that do not fit into one of the other categories under Item VII. Church and storefront locations are among those that would generally fall into this category.

DETAILED INSTRUCTIONS FOR SECOND SECTION

The information requested in Columns 1-26 is to be supplied for each student who attends Adult Education classes, regardless of the total number of hours the person attends class. Where column headings are self-explanatory, comments are omitted.

Col. 1: List all students in class in alphabetical order, last name first. Use additional form, if necessary. Do not skip lines.

Col. 2: Record Social Security number, if available.

Col. 3: Grade Level: Record level at which student ENTERS and ENDS the class (no fractions allowed). Code as follows:

Code #	Grade	Code #	Grade
1	1	9	9
2	2	10	10
3	3	11	11
4	4	12	12
5	5	15	GED
6	6	16	Ungraded
7	7	17	Unable to grade
8	8		

YES/NO: For ESL Students, check "Yes" if student completed program satisfactorily, "No" if unsatisfactorily.
For all other students, check "Yes" if student completed one or more levels, "No" if no grade was completed.

Col. 4: Record "1" for Male, "2" for Female.

Col. 5: Record ONE and ONLY ONE ethnic code number for each student as follows:

1 American Indian
2 Black/Negro
3 Oriental
4 Spanish Surname
5 All Others (including Anglo-American)

Col. 6: Record AGE as of FIRST CLASS MEETING.

Col. 7: Record TOTAL number of HOURS ATTENDING class. Do not enter fractions.

Col. 8: Record TOTAL number of HOURS ABSENT from class. Do not enter fractions. Make no entry if instruction took place in a learning center.

Col. 9: SEPARATION. Students who leave the program during the year should be counted as separations. Count separations one time only, and identify the reason for separation as accurately as possible. For example, a student who separates because of baby sitting problems could be recorded as having a "family problem." But it is more accurate and useful to the program to identify this once under "child care problem."

Record the reasons for separations according to the following code numbers:

Code #	Reason for Separation
1	Took a job (unemployed when entered program).
2	Took better job (employed when entered program.
3	Entered another training program.
4	Met personal objective.
5	Lost, or lacked, interest in program.
6	Health problems.
7	Transportation problems.
8	Child care problems.
9	Family problems.
10	Inconvenient time or conflicting class or program schedule.
11	Termination of class or program.
12	Other identifiable reason.
13	Unknown reason.

Cols. 10-26: IMPACT OF PROGRAM ON STUDENTS. Mark (X) all appropriate columns for each student as these apply throughout the period that the student is enrolled in the class (or program). (Several may apply to each person.) These columns provide a basis for evaluating the impact of the program on the adult learners. Most headings are self-explanatory; the following notations should be reviewed before recording entries:

Col. 12: Received any type of public assistance.

Col. 14: Enrolled in a high school diploma program after completing some phase of Adult Education Program.

Col. 16: Graduated from high school after starting in this Adult Education program.

Col. 17: Enrolled in other education/training program as a result of experience in this Adult Education program (employee development, college, business school, technical institute, trade school, or manpower programs).

Col. 18: Removed from public assistance rolls as a result of this program.

Col. 24: Received training in completing income tax forms.

Col. 25: Learned to read for the first time.

Col. 26: Learned to write for the first time.

PERSONNEL DATA REPORT

The Personnel Data Report is to be completed on Form ACE-039 R-74 by all persons associated with the class reported on the reverse side on Form ACE-039 R-74. Where column headings are self-explanatory, comments are omitted.

Item I: Prime Sponsor County-District number (same entry as Item II on ACE-039 R-74.

Item II: List all personnel who are connected with the program. List only one time.

Column 31: Ethnic Code--American Indian . . 1
Negro/Black 2
Oriental 3
Spanish Surname . . 4
All Other 5

Column 32: Age as of the first class meeting.

Column 33: Assignment Code

Administrator--(Full-time)	1
Administrator--(Part-time)	2
Supervisor--(Full-time)	3
Supervisor--(Part-time)	4
Counselor--(Full-time)	5
Counselor--(Part-time)	6
Counselor-Teacher--(Full-time)	7
Counselor-Teacher--(Part-time)	8
Head Teacher--(Full-time)	9
Head Teacher--(Part-time)	10
Teacher--(Full-time)	11
Teacher--(Part-time)	12
Teacher Aide--(Full-time)	13
Teacher Aide--(Part-time)	14
Volunteer	15
Supportive Staff (Secretaries, Janitors, etc.)	16

Column 34: Degree Received

No high school diploma	1
High school equivalent certificate (GED)	2
High school diploma	3
Junior college Associate Degree	4
Bachelor Degree	5
Master's Degree	6
Doctorate	7

Column 35: Class Contact Hours--Classroom Instruction: Class contact hours are the total number of instructional hours provided by the teacher to the class. Learning Center: Total number of hours the teacher works in the learning center regardless of the number of students.

Column 36: Staff Development Hours--Enter the number of clock hours of state and/or local adult education program-related training received by the staff. A "Clock Hour" refers to a period of instruction of at least 50 minutes in length. Important: State or local training does not include national workshops and federally-funded summer institutes.

Column 37: Number of Class Responsible--This column should be filled in by all personnel (administrators, counselors, teachers, etc.) whose name appears in column 28 and who has responsibility for more than one class of adult and continuing education. For example, a counselor responsible for three (3) classes would place the number 3 in column 37 on the same line where the counselor's name appears.

1. SUGGESTED FORM FOR COLLECTION OF NEEDED STUDENT INFORMATION

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ENROLLMENT CARD/LEARNER'S PROGRESS

Date _____

(1) Name _____ Soc. Sec. # _____

Address (Home) _____ Phone _____

(Work) _____ Phone _____

(3) Grade Level: Enter _____ End _____ (4) Sex: M F

(5) Ethnicity: _____ American Indian _____ Black American _____ Oriental

_____ Mexican American _____ Anglo-American _____ Other _____

(6) Age at enrollment _____ (Date of birth) _____

STATUS/ACHIEVEMENTS (Enter date)

(10) Employed _____
Unemployed _____

(11) Rec'd Welfare _____

(12) Began GED program _____

(13) Started H.S. _____

(14) Passed GED _____

(15) H.S. grad _____

(16) Entered other education _____

(17) Removed from welfare _____

(18) Employed due to program _____

(19) Better job _____

(20) Register to vote first time _____

(21) Rec'd U.S. citizenship _____

(22) Rec'd driver's license _____

(23) Income tax training completed _____

(24) Learned to read _____

(25) Learned to write _____

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ATTENDANCE RECORD

Name _____

Enter Number of Hours Present (7)

Starting Date _____

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
July																																
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ITEM I
FOR TEA USE ONLY
(1-5) Page No.

ITEM II
Prime Sponsor Co-Dist-No. (6-11)

ITEM III
Name of Campus

ITEM IV
Check one
(12)
1 ☐ To 2,500
2 ☐ 2,501-100,000
3 ☐ 100,001 +

ITEM V
Check one
(13)
1 ☐ A.E.
2 ☐ HS. CREDIT
3 ☐ G.E.D.
4 ☐ G.E.D.-TV

TEXAS EDUCATION AGENCY
Division of Adult and Continuing Education

ADULT AND CONTINUING EDUCATION (ACE) CLASS REPORT

ITEM VI
Check one
(14)
1 ☐ Daytime Class
2 ☐ Evening Class
3 ☐ Both

ITEM VII
Check one of the following school types
(15)
1 ☐ Elem/Jr.
2 ☐ Sec.
3 ☐ Col/Jr Col/Tech Inst.
4 ☐ Learning Center
5 ☐ Correctional Inst.
6 ☐ Hospital
7 ☐ Work Site
8 ☐ Skill Center
9 ☐ Other Location
(15)

INSTRUCTIONS: Complete this form & send two copies to ACE Area Consultant upon class completion. See the attached instructions for more details.

Complete for each student listed. | *Check as many as applicable to each student listed.*

0	1	2	3				4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Line No.	Student's Last Name, First Name, & Middle Initial	Student's Social Security Number	Grade Level										Impact on Students Enrolled in Program																
			Enter	End	Yes	No																							
(16-17)	(18-32)	(33-41)					(47)	(48)	(49-50)	(51-53)	(54-56)	(57-58)	(59)	(60)	(61)	(62)	(63)	(64)	(65)	(66)	(67)	(68)	(69)	(70)	(71)	(72)	(73)	(74)	(75)
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25																													

Date _____ Instructor _____

Date _____ L.E.A. Official _____

Date _____ ACE Area Consultant _____

DIST: White – Division of ACE
Canary – ACE Area Consultant
Pink – School District

ACE-039

Keypunch - Duplicate
Columns 1-15 From
Front of Form

TEXAS EDUCATION AGENCY
Division Of Adult And Continuing Education
PERSONNEL DATA

Prime Sponsor Co-Dist-No.

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ITEM II

Complete for all school personnel associated with the class report on the reverse side.

27	28	29	30	31	32	33		34	35	36	37
Line No.	Last Name, First Name & MI	Social Security No.	Sex	Ethnicity	Age	Assignment Code No.		Deg. Rec'd	Class Cont Hrs	Staff Dev. Hrs	No. of Class Responsible
(16-17)	(18-32)	(33-41)	(47)	(48)	(49-50)	(51-52)	(53-54)	(55)	(56-58)	(59-60)	(61-62)
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Date _____ ACE Area Consultant _____

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25

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REMEMBER THE FOLLOWING "GOLDEN GEMS":

THE BEST MOTIVATOR IS SOMEONE WHO IS MOTIVATED.
(Believe in what you are doing or don't do it.)

NOTHING SUCCEEDS LIKE SUCCESS.
(Give your learners their assignments in doses that will insure success.)

ACCENTUATE THE POSITIVE.
(Do not put down the adult learner--find something that was done well and say so.)

CHALLENGE = OPPORTUNITY

Man is unique because of his free will, his individuality and his ability to make choices when given alternatives. This uniqueness which makes him great also brings about his downfall.

Because society's structure has a hierarchy of "classes" and because society is deterministic in nature, men of each "class" are seemingly destined to remain in the "class" where they were reared. These so-called "classes" are really only levels of value judgments.

Value judgments can be changed if the individual desires it. It is your role as an adult education teacher to present your learners those situations which will enable them to choose and work toward the values they wish to achieve.

People of different backgrounds have been subject to different values and expectations--each according to his or her own set of experiences. These experiences sometimes put the person in conflict with society in general, which generates attitudes that determine the common value system and thus the individual's behavior. As Shakespeare said, "There's the rub."

This section of the handbook is intended to help you understand the needs, learning habits, and attitudes of your new learners as fellow human beings who have hopes, dreams, and aspirations and as seekers of knowledge whom you will have the privilege of helping.

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WHO IS AN ADULT?

We all know people who are young, even teenagers, whom we consider to be "adult" in their behavior. By contrast, there are others, in middle-age, who consistently react in a "childish" manner to most situations. Who, then, is an adult?

Perhaps we can best describe an adult as someone who has accepted one or more adult responsibilities--self-support, family obligations, working full-time, contributing to community endeavors, acting as a citizen of the city, state, and nation, or providing stability in relationships with others.

WHAT ARE SOME ADULT CHARACTERISTICS?

Most adults have some characteristics or attitudes in common, although these may vary with the individual's ethnic or cultural background, educational attainments, economic status, and geographic orientation. In adult basic education, we often have a large percentage of economically deprived persons, who may be from pockets of ethnic isolation and whose educational attainments are meager. Do not underestimate these people. They have often developed a great amount of "native shrewdness" or "common sense" in order to have survived without being in the mainstream of American life.

Some characteristics of lower economic level learners, as identified by L. Derephire (see references), are insecurity, reticence, present orientation, apparent lack of motivation, ability to read "body language" or non-verbal clues, and tendency to think in concrete rather than abstract terms. (One caution: every learner in each class is an individual.) Although some of the learners may have some of these characteristics some of the time, seldom will any one learner have all of them all of the time.

Although many adult educators seem to think that there are vast differences in facilitating learning for children and for adults, many of the <u>good</u> ways of helping people learn are the same on any level, such as recognizing individual differences, identifying wants and needs of the students, and establishing a strong sense of rapport with the student.

One of the chief differences between adults and children is that few children have responsibility for their total well-being and, perhaps, the well-being of others. Most adults do.

Another easily identified difference between adult learners and regular K-12 students is that the adult is usually a volunteer who has come with one or more specific wants that should be met as soon as possible. If the adult doesn't feel that these needs are being met, he would easily drop out of the program.

Often adults have overcome resistance by their family or friends in order to enroll. This places a different kind of pressure on them. A child's place in society is enhanced by attending school. This is not always true for adults.

As adults grow older, they have more physical idiosyncrasies than children. Good lighting, adequate audio facilities, and comfortable surroundings become major elements in the facilitation of learning for adults. Often, when the adult has worked hard all day and is attending classes at night, the learning process is made easier by simple considerations such as having eating, drinking options available and smoking areas nearby.

CULTURAL AWARENESS

As many teachers of adults find that some of the learners with whom they work come from ethnic, racial, or cultural backgrounds differing from those of the teachers, it is suggested that adult continuing education teachers be aware that all words, all gestures, and all customs are not given the same value or meaning in all cultures. Language differences may be easily identified. Attitudes and behaviors usually are more subtle in meaning and warrant the adult teacher's consideration and understanding acceptance.

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BEHAVIORS AND ASSUMPTIONS THAT AFFECT BLACK-WHITE RELATIONSHIPS

Behaviors Which Block Authentic Relations	Behaviors Which Facilitate Authentic Relations
WHITES	
Interruptions.	Directness and openness in expressing feelings.
Condescending behavior.	Assisting other white brothers to understand and confront feelings.
Offering help where not needed or wanted.	Supporting self-initiated moves of black people.
Avoidance of contact (eye-to-eye and physical).	Listening without interrupting.
Verbal focus on black behavior rather than white behavior.	Demonstration of interest in learning about black perception, etc.
Insisting on playing games according to white rules.	Staying with and working through difficult confrontations.
Showing annoyance at black behavior which differs from own.	Taking a risk (first to confront differences).
Expressions of too-easy acceptance and friendship.	Assuming responsibility for examining motives and where they are.
Talking about, rather than to, blacks who are present.	
BLACKS	
Confrontation too early and harshly.	Showing interest in understanding white's point of view.
Rejection of honest expressions of acceptance and friendship.	Knowing that there are some committed whites.
Pushing whites into such a defensive posture that learning is impossible.	Acting as if "we have some power" and don't need to prove it.
Failure to keep commitment and then offering no explanation.	Allowing whites to experience unaware areas of racism.
"In-group" joking, laughing at whites.	Openness, expression of real feeling.
Giving answers blacks think whites want to hear.	Meeting whites half-way.
Using confrontation as the primary relationship style.	Treating whites on a one-to-one basis.
Isolationism.	Telling it like it is.
	Realistic goal-sharing.

Source: Dr. Waymon Dever, North Texas State University, College of Education.

Assumptions Which Block Authentic Relations	Assumptions Which Facilitate Authentic Relations
WHITES	
Color is unimportant in interpersonal relations.	People count as individuals.
Blacks will always welcome and appreciate inclusion in white society.	Blacks are human, with individual feelings, aspirations, and attitudes.
Open recognition of color may embarrass blacks.	Blacks have a proud heritage.
Blacks are trying to use whites.	Interdependence is needed.
White society is superior to black society.	Blacks are angry.
"Liberal" whites are free of racism.	Whites cannot fully understand what it means to be black.
All blacks are alike in their attitudes and behavior.	Whiteness/blackness is a real difference but not the basis on which to determine behavior.
Blacks are oversensitive.	Most blacks can handle whites' authentic behavior and feelings.
Blacks must be controlled.	Blacks want responsible society.
	Blacks are capable of managerial maturity.
	I may be part of the problem.
BLACKS	
All whites are alike.	Openness is healthy.
There are no "soul brothers" among whites.	Interdependence is needed between blacks and whites.
Honkies have all the power.	People count as individuals.
Whites are always trying to use blacks.	Negotiation and collaboration are possible strategies.
Whites are united in their attitude toward blacks.	Whites are human beings and, whether they should or not, do have their own hang-ups.
All whites are racists.	Some whites can help and "do their own thing."
Whites are not really trying to understand the situation of the blacks.	Some whites have "soul."
Whitey's got to deal on black terms.	
Silence is the sign of hostility.	
Whites cannot and will not change except by force.	
The only way to gain attention is through confrontation.	
All whites are deceptive.	
All whites will let you down in the "crunch."	

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AN EXERCISE IN CULTURAL EXPRESSIONS

Test yourself on your knowledge of expressions frequently used in the black community and by Spanish-speaking persons.

cold blooded	an exceptionally nice outfit, or a very well-done deed or act
crib, shack	home, house
Right on!	I agree! That's right! whole-hearted support
us	blacks (the people or group)
broad, mama	girl, chick
bad rags	clothes, good clothes
old lady	girl friend
my ride	my car
sheen	car
space	leave
a creak	a house
need lines, need bones	need money
a box	a stereo
Colgating	(a person) constantly grinning
a jig	a party
a jam	a record (for a stereo)
let me hold something	let me have some money
a dude	a man
a jive turkey	a person who thinks he is cool (with it) but isn't
a get down	a swinging party
a hog	a big car
Let's slide!	Let's go!
Check you later!	See you later!
leanin' 'round	doing nothing
oreo	black on the outside, white on the inside (an assimilationist)
get it on	do something with enthusiasm
Uncle Tom*	a compromising black (an assimilationist)
cracker*	white person
coconut*	brown on the outside, white on the inside (an assimilationist)
wetback	illegal immigrant from Mexico
mosca entre la leche*	"a fly in the milk"--a person who is obviously of Mexican origin and is trying to assimilate, but can't because of skin color or features
tio taco*	a Mexican-American assimilationist

*an insulting or derogatory term.

ASSESSING NEEDS AND EVALUATING PROGRESS OF THE ADULT LEARNER

WHY BOTHER WITH PRE-ASSESSMENT?

The adult learner may have dropped out of the regular school program at any achievement level without really knowing his level in one or more areas of learning skills. Many people continue a growth pattern in their abilities by reading, on-the-job training, and informal educational activities, so that their achievement levels would be higher than they might think. It helps both teacher and learner to know each individual's areas of strengths and weaknesses.

The two major reasons for pre-assessment are:

To provide an opportunity for the student and teacher to become acquainted on a one-to-one basis.

To enable the student and teacher to know where to start and the appropriate materials to use.

Hint: Emphasize strengths and offer a means of correcting weaknesses.

WHY USE CONTINUING EVALUATION PROCESSES?

The learner wants assessment and evaluation information to see to what extent progress has been made. Adult learners need to see immediate positive results or be helped to see what problem is blocking their results. Tests which are unfair or too difficult cause frustration and anxiety. However, if the evaluation helps the learner see a need for more effort or review in a particular area, be there with the needed materials and encourage their use immediately.

HOW CAN ADULT LEARNERS BE EVALUATED?

Many adult learners feel threatened when confronted with formal evaluations. Prior to testing, the teacher may relieve anxieties on the part of the student by clearly stating that the test is for assessing strengths and weaknesses and not for determining grades. Informal testing procedures are often the best in the learner's initial contacts with adult education.

As the learner becomes more relaxed and involved in the program, more formal measurements might be administered. One should remember that mental informal testing is continuous on the part of the teacher. Testing allows the

learner to see growth and provides feedback useful in planning more individual learning experiences. Here are several ways for evaluating students:

personal interview
group discussion
questionnaires
student product excellence
observation
teacher-made tests
tailor-made tests (made to fit individual need)
case studies (developing continual anecdotal records)
job-performance records
standardized tests.

It is recommended that you use informal testing extensively. When formal instruments are utilized, become familiar with them by taking the test prior to your administering it to the learner.

IS INDIVIDUAL EVALUATION ONLY NEEDED IN THE PROGRAM?

All class members should be involved in the evaluation process. Open opportunities for the learners to evaluate you and the program are important. Such procedures should be made clear to the learners and their suggestions encouraged.

WHAT ARE SOME USEFUL WAYS TO EVALUATE OR ASSESS THE ADULT LEARNER?

Here are three possible pre-assessments. Two are informal, the information sheet and the interview. The last is a standardized procedure. Others are listed in the appendix.

Interview: must be planned by the teacher. Questions might include learner interests and problems, goals, types of material read, occupation and other general information. Avoid prying into personal life and show interest in the learner's answers.

Information Sheet: (developed by the University of Texas at Austin) provides information which can be used as a springboard for establishing a personal relationship and gives an idea of learner's reading level.

Standardized Tests: can be used in certain situations if the teacher needs certain specific information. Some of these tests are:

ADULT BASIC LEARNING EXAMINATION

Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York, 1967.

Developed to help instructors estimate the general educational level of adults who have not completed formal eighth-grade education.

Provides a wide variety of subject matter content and material geared to adult everyday situations.

For individual or group testing to measure: (1) Auditory vocabulary (no reading necessary), (2) Reading, (3) Spelling, (4) Arithmetic.

Levels	Range	Time	Forms
I	1-4	65 min.	A-B (comparable content and difficulty)
II	5-8		A-B (comparable content and difficulty)

ABLE establishes the level at which instruction may commence. Specific difficulties are not identified.

Examiner's manual included.

BASIC READING INVENTORY

Scholastic Testing Service, Inc., Bensenville, Illinois, 1966.

The BRI is a "placement indicator test" for functional illiterates or adolescents. It provides individual or group testing in five areas: (1) Sight Vocabulary, (2) Sound and Letter Discrimination, (3) Word Meaning (Reading), (4) Word Meaning (Listening), (5) Context Reading.

Range	Form	Time
1-5	A	45 minutes

Part 1--Sight Vocabulary (rebus match to word), without context; there are twenty items on the first level.

Part 2--Sound and Letter Discrimination: twenty items: (a) 10 items, beginning consonants, (b) 10 items, beginning blends and digraphs. Mastery of these discrimination skills is essential in a beginning literacy program.

Part 3--Word Meaning (synonyms), there are forty items of levels of difficulty from Grades 2-5: (a) 10 items for each level.

Part 4--Word Meaning (Listening), has the same vocabulary that appears in Part 3. The words are read aloud to examinee to determine if listening and understanding capacity level exceeds his reading vocabulary.

Part 5--Context Reading, measures examinee's ability to read contextual material with stories and questions with levels of difficulty from Grades 3-5. (a) Story for each level with five inferential type comprehension questions.

Examiner's manual included.

CALIFORNIA ACHIEVEMENT TESTS

California Test Bureau, Del Monte Research Park, Monterey, California, 1963.

The Reading Vocabulary Test is subdivided into four sections: (1) Mathematics, (2) Science, (3) Social Science, (4) General--Reading Time--66 min.

The Language Section is a series of group achievement tests.

The mechanics of the English Section is subdivided into three sections: (1) Capitalization, (2) Punctuation, (3) Word Usage--Language Time--29 min.

The final section is Spelling.

Test	Range (Grades)	Test	Range (Grades)
Lower Primary	1-2	Junior	7-9
Upper Primary	3-4	Advanced	9-14
Elementary	4-6		

These tests are urban oriented. Specific skills appear in sequence.

Examiner's manual included.

DOLCH BASIC SIGHT WORD TEST

Garrand Publishing Co., Champaign, Illinois, 1942.

A group test to determine an individual's knowledge of the 220 Dolch Basic Sight Words and the 95 Most Common Nouns.

This word list could be used with adults in grades 0-3, if handled correctly. This is a good "quickie review" of the basic sight words.

Range	Time	Forms
None suggested, but words should be known by end of Grade 2.	None suggested	One

No examiner's manual is included.

GRAY ORAL READING TEST

Bobbs-Merrill Co., Inc., 732 North Meridan, Indianapolis, Indiana, 1963.

An individual test consisting of thirteen paragraphs arranged in order of increasing difficulty with four literal comprehension questions. Yields one grade level score based on a combination of rate and accuracy. Accuracy is determined by avoidance of errors in pronunciation, omissions, insertions, repetitions, and inversions.

Range	Forms	Time
1-College	A, B, C, and D	15-20 minutes

The test is useful in assessing oral reading skill, in suggesting difficulties requiring further analysis, and in giving insight in word perception skills. With four forms available which are equivalent in content, the tests can be used for pre-testing and post-testing in remedial work.

Examiner's manual is available.

WIDE RANGE ACHIEVEMENT TEST

The Psychological Corporation, 304 East 35th Street, New York, New York 10017.

Levels	Forms	Range	Time
I	one	Pre-school to 5th	20-45 minutes
II		6th to college	

In the Spelling Section of each level, the student writes single words that are dictated by the examiner. There are 75 words of graduated difficulty. This is an auditory test to determine the student's symbolic understanding of the language.

The Reading Section is an informal inventory to check word recognition, phonic mastery in oral reading, and lists of words and word elements. It has correlation with comprehension, especially if the student has knowledge of prefixes and suffixes.

The Arithmetic Test for both levels consists of computation of varying degrees of difficulty. No reading is involved.

This is a very good test to gauge a student's basic skill knowledge in the areas of reading and arithmetic. It is also good for evaluating degrees of literacy and achievement of adults in vocational rehabilitation and job placement. It can be administered individually or in a group.

An examiner's manual is available.

MOTIVATION OF THE ADULT LEARNER

All teachers are familiar with the word motivation in some aspect of its various meaning. The dictionary definition of motivation can be summed up by saying that motivation means giving a person the desire to do something. When speaking of teaching adults one must look at motivation from a slightly different angle.

An adult who signs up for classes in adult education has already accepted the initial responsibility of self-motivation by signing up. Now the task that lies ahead of the teacher is to see that this initial motivation continues throughout the time it will take to meet the goal this individual has set.

Goal setting as a part of motivation is a very important one. As the old saying goes, "You can lead a horse to water, but you cannot make it drink." Just because the adult has signed up for classes does not mean that you can impose your own set of values and your own goals. Each person is born with a free will and must be able to exercise that free will. It will be your responsibility to offer experiences where this free will can be exercised. This is not easily done. You will have to offer experiences that show opportunities for achieving the identifed goal. It will then be the learner's choice to accept or reject these opportunities as a means of reaching that goal.

One must also remember that the adult has many obstacles that may interfere with the attempt to achieve the goal that has been set. Unlike the young elementary pupil who is virtually free of external pressures and problems, the adult often has trouble that upsets the learning process. The adult may be under pressure to get an education in order to earn additional money to provide for the physical needs of the individual or for a family, such as food, clothing, adequate shelter and so on. An adult may also become discouraged because of the worries of having a sick child or parent in the family. At other times there may not be transportation to and from class. It is also possible that the adult does poorly because of not being able to find the time to study or even a place at home that is quiet enough.

These are some of the things of which an adult education teacher must be aware before a communicating relationship can be established with the learner. It is of utmost importance that the teacher establish rapport with the learners early in the classroom experiences. The learner must feel important to you and fellow classmates. Above all, the learner must be able to feel your sincere concern for each

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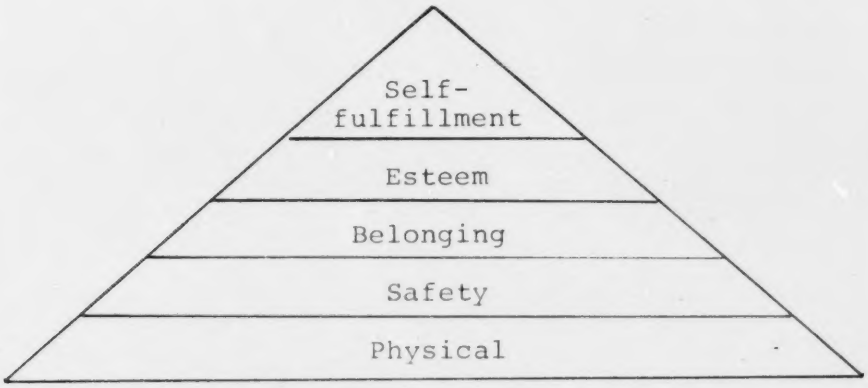
individual as a person. A kind word of encouragement is a motivating factor for many of the learners. Often the adult comes to the class with a low self-image and a limited supply of confidence, looking to you to help meet these areas of need. There is one catch in using encouragement as a means of motivation--the encouragement must be sincere; if not, the learner is immediately aware that the comment is false and will shy away from you and from continuing toward the goal.

Goal setting has already been mentioned as a tool of motivating the adult learner. When the adult comes to the class, often a goal has been set. That goal may be to learn to read enough to be able to read the newspaper or the Pible. It may be that the goal is wanting to learn enough to be able to help the children, grandchildren, or friends with homework. The adult may be interested in passing the GED so as to obtain a better job or to go to training school for a vocation. Whatever the long range goal is, it is up to you to help set up a series of short term objectives to use in reaching the long range goals. The short term objectives should be designed so that the learner can see constant progress toward the goal. If the goal is set too low, encourage the extending of reach and continued growth.

Maslow's theory in relation to motivation deals with meeting needs of the learner and the order in which the needs should be met. The essence of his theory is that one set of needs must be met before another can be met and that as long as any of these needs are left unfulfilled, learning cannot take place. Below is Maslow's list of human needs in the order in which they should be met, starting with the most basic at the base of the triangle:



The AE teacher should become sensitive to these needs and strive to help the learners overcome and fulfill their needs.

There are many ways to approach the meeting of learners' needs. The material presented to the learner should be relevant. Draw as much as possible from "real" life situations in teaching adults. If learners are able to see immediate use for what has been learned, the material will be retained longer and the learner will be encouraged to continue to learn.

There is a saying that a person learns best by teaching. In an effort to help raise the learners' self-concept, use them to help teach others in the class. You may wish to organize a "buddy system" in your classes. This gives a feeling of self-esteem and a chance to accept responsibility. The learners are able to encourage each other in this type of atmosphere.

One point to remember is to keep the atmosphere of the class as informal and relaxed as possible. Many adults attend ABE classes for the social aspects that going to school offers. Arrange class time so that the learners have time for a break. If cold drinks are not available, make arrangements with your classes to provide simple refreshments for the class meetings. Some classes have parties for special occasions and invite friends and families. Holiday seasons are an excellent opportunity to provide ways of meeting the social needs of the students.

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THE ADULT EDUCATION TEACHER

In looking for expert opinions on what goes into the creation of a good adult education teacher, we found two sources that seem to cover the subject. The first group is excerpted from "Teaching Adults," an article by Dr. Jewel Varnado, who writes materials for use in adult education. She says:

> *There are hundreds of new teachers of adults. These teachers moved into a field which is different from teaching children. Almost every teacher of adults soon learns that he cannot fool his students about his knowledge and ability. More important, he learns that he cannot fool his students about his sincerity. The successful teacher of adults must have or must quickly acquire knowledge of his subject and the techniques of presenting it. He must be sincere in his appreciation of each student's knowledge and ability. The teacher must never look down upon his students, nor place himself in a position where he can be looked down upon.*
>
> *Teachers of adults will find it necessary to consider carefully the ages and background of each individual student. The needs and the expectations of young men and women who have recently dropped out of regular school differ from those of the middle-aged students in the class. The needs of older employed students differ from those of older retired students, as well as from those of the younger students.*
>
> *Every teacher of adult students should read several of the recent books on teaching adults. These books describe the expectations of adults of different ages. Two periodicals that bring to the teacher many useful ideas are Adult Leadership and Adult Education.*
>
> *In many adult education classes, the teacher will find students who are slow learners. These students are not designated as such, as they were in regular public school classes, but this is what they are, and they present the same problems for the teacher. They may require much more time to learn the material, may not be able to retain what they learn, and may reach a peak of learning in a very low grade level. If intelligence tests are given, the teacher will know that he has such students in his class. As there are no special*

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classes for slow-learning adults, the teacher must deal with this problem individually, giving as much social advancement as possible.

Recent emphasis on the undereducated adults of our country has brought the needs of this group to the nation's attention. These people are usually multiple-deficients. They are often educationally, socially, and economically deprived. They present a challenge to the teacher. They want an education, and they want this education in the shortest time possible. More than any other group in our population, these adults demand individual attention, sympathetic understanding, and sensible guidance.

The second is from Swap Shop, a National Association for Public Continuing Adult Education publication dated March, 1974, and was first seen June, 1972, in the B.T.S.D. Review, published by the Department of Manpower and Immigration, Ottawa, Canada.

The success of the ABE teacher depends, to a marked degree, on his attitudes. The following attitudes and approaches are crucial to his ability to motivate his students:

. . . He must be patient with the problems caused by physiological changes, low self-confidence, and the nature of subcultures. Yet he should be careful that this does not foster in his students a negative attitude, especially toward their "live-for-today" philosophy and their modes of communication.

. . . The teacher, knowing the acute sensibility of his students to nonverbal cues, must not betray, disdain, or criticize by facial expressions or by gestures (body language).

. . . He must be positive in his feelings, appreciate the close kinship ties within the subcultures, and respect their modes of communication. One study shows that teachers, who appeared to be successful, were able to set aside their own value systems and accept students as human beings of considerable potential. It should help them to know that scholars have increasingly judged the languages of the subcultures to be not "inferior," but grammatical and highly functional within a particular group.

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. . . He needs to be convinced--and be able to make this conviction known to his students--that they <u>can</u> learn. Studies show that a teacher tends to get from his students what he expects of them.

. . . The teacher must be aware of his students' limited abilities to think in abstract terms. This leads him to teach in the following way: he moves from simple ideas--stated in concrete language--to more complex or abstract ideas, and supports any generalizations with hard facts.

. . . Conscious of the low self-concept of his students, he must allow plenty of time to cover the material. If he moves too quickly he will soon find out that his students, discouraged because of an inability to keep up, will tend to drop out.

. . . He must diagnose individual learning problems, and help students to set their objectives accordingly.

. . . He must take into account that these students tend to be rigid in their thinking and impatient in the pursuit of learning, and have poor work habits. Because of these problems, the teacher's early objectives may simply require the recall of facts. As the students gradually move into more complex material, he should first have them analyze or synthesize the material which they have learned up to that point.

. . . Because each student has unique problems, responds to a different rate, the teacher must vary his materials and techniques.

. . . The teacher who admits to his students that <u>he</u> doesn't know the answers to every question but can help them to find the answers, makes those students feel more confident and less fearful of admitting that <u>they</u> don't know the answers.

. . . The teacher must remember that his students want to see quick results in their learning; the material must have practical meaning and each class session should have a goal which the students can achieve. It is essential that they have various opportunities to feel successful in their classroom environment.

. . . The ABE teacher must maintain an informal atmosphere in the classroom. He should hold group discussions on the subject of why the students didn't finish school when they were younger. When

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the students find that others left for similar reasons and that the teacher accepts and understands these reasons, they will not be so self-conscious about the lack of education.

. . . The teacher must show a personal interest in his students by showing a willingness to listen to their personal problems.

. . . The teacher must recognize the following evidences of defensiveness and feelings of failure in his students: a failure to attend classes; a tendency to put other people down; expressions of hostility and other anti-social behavior; student depreciation of your education program or learning activities in general. The teacher must not label such students as "rebellious," "unmotivated," or "lazy" but must look for the underlying reasons for such behavior.

. . . The ABE teacher has skill in evaluating not only his students and their progress but himself and his own teaching effectiveness. He knows that such evaluation must begin in the early stages of a program when objectives are being developed, and he should keep a continuous check on the degree to which these objectives are being achieved.

QUESTIONS TEACHERS SHOULD ASK THEIR DIRECTOR

It was also noted that often new teachers don't perform as well as could be expected simply because they don't know what to ask their directors. The following questions are ones for which every teacher should receive answers. Ask your director:

(1) How do I get materials?
(2) Whom do I contact for materials?
(3) To whom do I make requests for materials and supplies?
(4) Who can answer questions about procedures or technical questions about class times, building use, etc.?
(5) How do I keep TEA reports, monthly records?
(6) What information must I collect from the students?
(7) Do we have a counselor? If so, what are the counselor's duties and when available?
(8) Who does standardized testing--when and for whom?
(9) Who is my boss? Who is my direct superior?
(10) When and how do I get paid?
(11) Where does the money come from?
(12) When and where are in-service education sessions? Do I get paid for participating in them?
(13) Whom do I call in case of an emergency during class?
(14) When can I have access to the room other than class time?
(15) What other agencies can assist us or our learners?
(16) Can I get college credit courses in adult education? Will they count as in-service?

EVALUATING MATERIALS

The need for good materials, materials designed to meet the learners' needs, is self-evident. When choosing materials, four factors must be remembered. The materials must be oriented for the person, have variety, give success, and provide for evaluation.

PERSONAL

Material should be oriented to develop interest on the part of the learner with information relative to developing "life coping skills" such as: (1) making a grocery list, preparing a budget, etc. that will enable him to function in daily life.

VARIETY

With a variety of material you have a better chance to meet the needs of the individual learner. Different activities and information will help to stimulate the learner's imagination and develop a wider range of interest. It also gives the learner an opportunity to select material, avoiding boredom, yet making decisions about needs or helping accomplish the objective.

SUCCESS

The material should be designed so that the learner may be able to feel a sense of accomplishment and progression. After each class the learner should feel a sense of worth.

EVALUATION

Material should be designed to show progress at short intervals so that the learner will know the level and the rate of progress.

For either your own personal knowledge or by your coop director's request, you may want an already developed method for evaluating the various materials. This "check-list" may serve as a guide.

Like all other products, textbooks too are geared to make money for publishers. Sometimes (we know they mean well) appearances are deceiving and it's wise to check on manufacturer's claims! One such area is readability. One method for determining readability is the Gunning Formula, which is on a following page.

Most any teacher will be willing to give you help, specific help, practical, tangible suggestions if you ask. After all, asking someone for help is really a compliment. If possible, get into other teachers' files and other teachers' minds.

A few practical sources you might consult for free or inexpensive materials:

1. Your local newspaper office.
2. Write to: Educational Service Center, 109 N. Chaparral, Corpus Christi, Texas 78401, for their materials catalog, Instructional Resources for Adult Basic Education Teachers.
3. Contact the Texas Education Agency and request a copy of their revised booklet: A Guide to Planning Adult Education Curriculum.
4. Write (and send 75¢ along with) to: Bantam Books Inc., 666 Fifth Avenue, New York, New York 10010, for a copy of their book 1001 Valuable Things You Can Get Free, a guide of "how-to" booklets, films, magazines, posters, etc. for free!
5. Write to the: Tape Library at the University of Minnesota, 55455, for a list of titles and information on the 300,000 taped programs, in all fields, that they will duplicate for you if you'll send them a blank tape and $4.00.
6. Consult your learners; they are an excellent source of criticism and experiences. By drawing from them, you will not only gain some new ideas yourself, but also involve the students in their learning program. Everyone likes to be included, especially your learners!

A good teacher cannot be replaced by equipment or materials, but the right classroom resources will make a good teacher even better and the learner more successful. Whatever your classroom situation, and whether your materials are homemade or commercially made, they are almost as essential as you are.

More detailed information can be gained by consulting up-to-date resources such as Chester Klevins' Materials and Methods, published by Klenvens Publishers, New York, in 1972.

GUNNING FORMULA

To Determine Grade Level of Adult Reading Materials

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1. Count a sample of 100 words or less.
2. Count the number of sentences.
3. Get the average number of words per sentence. (Divide words by sentence.)
4. Count the difficult words in the sample only once. (3 or more syllables)
5. Add the average number of words per sentence to the number of hard words.
6. Multiply the sum by 0.4.
7. Result is grade level of material

	Example	Your Sample
Compute average number of words per sentence	23	
Number of hard words	+ 9	+
	32	
Multiply the sum by .4	X 0.4	X 0.4
	12.8	

Source: Robert Gunning, Technique of Clear Writing, McGraw-Hill, 1952.

A few words or hints about obtaining materials:

If your materials are distributed through a central or direct office, learn to be patient. Shipments do not arrive on time and secretaries get sick; be flexible enough to adjust if your requests cannot be met immediately.

Keep in mind that materials are synonymous with money and a budget goes only so far!

Part of professionalism is the responsibility of sharing. Share your ideas; the best materials there are, are teacher-made. Remember too, that if you share materials throughout your coop, whatever you are using, someone else is waiting for it!

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CHECKLIST FOR EVALUATING MATERIALS

The following listed items should help in determination of the usefulness of materials before they are ordered. Always arrange to use materials on a trial basis if at all possible.

TITLE _____ EVALUATION DATE _____

SOURCE _____

TYPE OF MATERIAL: __ Book __ Film __ Audio __ Other

DESCRIPTION: Size _____ No. Pieces or Units _____

Other _____

	Poor Good	Not Applicable
1. Does the interest level appeal to persons being taught?	1 2 3 4 5	_____
2. Is material oriented to learner's present needs and interests?	1 2 3 4 5	_____
3. Does the material present "life-coping" skills?	1 2 3 4 5	_____
4. Do the materials do the job fast enough for the learner?	1 2 3 4 5	_____
5. Is the style of the material appropriate?	1 2 3 4 5	_____
6. Is the vocabulary content appropriate?	1 2 3 4 5	_____
7. Is the content preachy or patronizing?	1 2 3 4 5	_____
8. Is there provision for frequent reasonable evaluation of progress?	1 2 3 4 5	_____
9. Does the material provide practice and reinforcement?	1 2 3 4 5	_____
10. Is the material self-pacing?	1 2 3 4 5	_____
11. Is it free of grade level markings?	1 2 3 4 5	_____
12. Is the sequence logically organized?	1 2 3 4 5	_____
13. Is the material durable?	1 2 3 4 5	_____
14. Is it expendable/consumable?	1 2 3 4 5	_____
15. Does the material provide practice and reinforcement?	1 2 3 4 5	_____
16. Is the theme of the material carried out faithfully and well?	1 2 3 4 5	_____
17. Are graphics (art work) legible?	1 2 3 4 5	_____
18. Is text clear and easy to read (books, films, posters)?	1 2 3 4 5	_____
19. Are audio portions (tape, records, films) clear and undistorted?	1 2 3 4 5	_____

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A COMPARISON OF LEARNING TECHNIQUES, TEACHING METHODS, AND KNOWLEDGE RETENTION

HOW DO WE LEARN
1% THROUGH TASTE
1½% THROUGH TOUCH
3½% THROUGH SMELL
11% THROUGH HEARING
83% THROUGH SIGHT

HOW DO WE TEACH		
METHODS OF INSTRUCTION	RECALL 3 *HOURS* LATER	RECALL 3 *DAYS* LATER
TELLING WHEN USED ALONE	70%	10%
SHOWING WHEN USED ALONE	72%	20%
SHOWING AND TELLING USED TOGETHER	85%	65%

LEARNERS' RETENTION
10% OF WHAT THEY READ
20% OF WHAT THEY HEAR
30% OF WHAT THEY SEE
50% OF WHAT THEY HEAR AND SEE
70% OF WHAT THEY SAY AS THEY TALK
90% OF WHAT THEY SAY AS THEY DO A THING

SOURCE: STUDIES BY *SOCONY VACUUM COMPANY*

THE LEARNING ENVIRONMENT

The physical environment and the quality of equipment available for program use affect the quality and effectiveness of the experiences of the participant. Regardless of the type of adult program planned, one finds certain commonalities applicable to all classroom settings such as comfort, convenience, personalization, and a human relations climate.

The psychological climate in the classroom is important and is one which causes adults to feel accepted, respected, and morally supported by the teacher. Educators have discovered that the physical location and class arrangements have a psychological effect on some culturally unique adults.

Many have negative feelings about meeting in public schools because of unpleasant childhood experiences and desire to attend classes in buildings other than public schools.

Wherever the class is located, the director should keep in mind the importance of the physical environment. Below are some criteria to follow when planning programs:

. . . The location of the building usually should be in the neighborhood.
. . . If possible the classroom should be located in a quiet area, near the entrance of the building on the first floor, with an adjacent parking lot and ramp for the disabled.
. . . Rest rooms should be near the classroom.
. . . Adjacent to the learning center should be the storage area for hard and software equipment, files, records and learning materials.
. . . The classroom should be large, with appropriate natural and artificial lighting and acoustics adjusted to declining audio-visual acuity.
. . . Natural ventilation or air-conditioning and heating should be controlled in the room rather than centrally.
. . . All chairs should be suitable for tired backs and grown-up bodies.
. . . The seating arrangement should be flexible to complement the activity or teaching method. Adults prefer informal seating; like chairs arranged in circles or around tables.
. . . A rear corner space should be left for a living room center with all trimmings, including rockers.
. . . Mount chalkboard and multi-media screen in same area.
. . . The bulletin board and wall charts should be attractive, informational and highlighting facts relative to problems.

REMEMBER: The background atmosphere of the classroom should be appealing, warm, inviting for the adult learner.

THE GENERAL EDUCATIONAL DEVELOPMENT PROGRAM

DEFINITION

"General Education Development" (GED) means education for adults for competitive and successful results in the GED test series for acquisition of a Certificate of High School Equivalency.

PURPOSE

The GED program makes it possible for adults without a formal high school education to receive a Certificate of High School Equivalency. The holder of the certificate is considered to have acquired a level of achievement equivalent to that of a high school senior. The certificate may be accepted for job qualification or occupational and college programs admissions.

ADMINISTRATION

The program is administered nationally by the American Council on Education, Washington, D.C. The Texas Education Agency authorizes accredited testing centers. The centers administer the GED test to adults who are eligible and report the scores of successful examinees to the Texas Education Agency, which issues certificates of high school equivalency.

TEST DESCRIPTION

The test covers five areas: Correctness and Effectiveness of Expression, Interpretation of Reading Materials in the Social Studies, Interpretation of Reading Materials in the Natural Sciences, Interpretation of Literacy Materials, and General Mathematical Ability.

Most of the test centers around reading abilities, even with many mathematical problems. Most tested are abilities in reading comprehension, grammar usage, punctuation, and vocabulary (definitions, synonyms and antonyms, and spelling). The test questions are designed into three basic types: (1) general overall content questions, (2) detail content questions, and (3) outside information questions. In some areas, such as mathematics and science, the questions are a combination of content and outside information.

General overall content questions deal with the student's ability to read and comprehend the major themes of paragraphs or selections. This includes identifying main ideas, supporting ideas, making inferences such as the mood,

motivation, or point of view of a character, and identifying the tone and style of a passage. Both prose and poetry of different types are included on the test.

The outside information questions deal with such things as formulas and equations for math and science problems, and the names of authors of specific works. This is an area in which a high school equivalency preparatory manual is useful; however, the amount of outside information appears to be secondary to the student's reading comprehension ability.

Since reading comprehension is stressed, a more specific understanding of how the GED test is structured may be gained by an analysis of the section on "Interpretation of Literacy Materials." The test generally consists of approximately 15 passages, each from 15 to 30 lines long. About 85 questions can be expected concerning these passages. Six to ten questions follow each passage. In addition to these long passages, there are several short passages with only one or two questions following them.

Test questions are multiple choice. Given four possible answers, the examinee is asked to select the best one. Guessing on the test is not penalized, i.e., points are given for right answers only and no points are subtracted for wrong answers or unanswered questions. There is no time limitation but most examinees take approximately eight hours to complete the test battery. Usually the test is given over a two-day period.

A student is eligible for retest over the whole test battery or sections of it after a period of 6 months has elapsed from the date the test was last taken. The testing center director may waive this requirement upon request by the student. The student must show proof of readiness.

ELIGIBILITY FOR TESTING

The applicant must

. . . be a resident of Texas or a member of the armed forces stationed in Texas;
. . . be at least 17 years of age and officially withdrawn from school for one calendar year (if a 17-year-old enters the military service, this requirement is waived with parental consent, but the certificate of high school equivalency will not be issued until one year from the withdrawal date); or
. . . be at least 18 years old and officially withdrawn from school.

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ISSUANCE OF CERTIFICATE OF HIGH SCHOOL EQUIVALENCY

To receive a certificate of high school equivalency, the examinee must

. . . complete the examination with a minimum standard score of 40 on each part of the test or an average standard score of 45;
. . . request the testing center to report the test scores to the Texas Education Agency.

COST

In Texas most classes for GED preparation are free to adults over the age of compulsory school attendance. Books and materials are also mostly free.

Fees for test administration are established by each testing center and are, on the average, $10 or $2 per test. There is no charge for issuance of the Certificate of High School Equivalency.

PREPARATION FOR GED TESTING

In the Texas Adult and Continuing Education program, it has been found that several factors or conditions need to be present in preparing a student to successfully take the GED examination. Generally speaking, any adult student who receives proper instruction, who is properly motivated to learn, and who is provided with the necessary skills, and has a high degree of self-confidence can pass the GED test. Of course, the student should be tested to ascertain if he is ready to begin high school equivalency preparation.

Since reading comprehension and interpretation of literary passages, spelling, punctuation, grammar, and mathematics problems are the core of the test, in many instances, a properly prepared student does not need to study explicitly for test number two, "Interpretation of Reading Materials in the Social Studies" and test number three, "Interpretation of Reading Materials in the Natural Sciences." These tests are based, again, on reading ability and comprehension. Most of the answers are found in passages presented in the test. The experience gained in developing skills through studying in the areas of "Correctness and Effectiveness of Expression," "Interpretation of Literary Materials," and "General Mathematical Ability," can see a student through the test. Many students, therefore, are able to prepare for the GED test in under 40 hours of study.

TEACHING ENGLISH AS A SECOND LANGUAGE (ESL)

INTRODUCTION

The teaching of English as a second language (ESL) is an integral part or element of the Adult and Continuing Education (ACE) program in Texas. All people, regardless of socio-cultural or educational background, have a need to communicate. The specific objective or task of the ESL teacher is to help students enrolled in the ACE program to develop a functional proficiency in the use of the English language. This proficiency will enable students to effectively communicate in both the spoken and written language in all facets of their everyday living.

OBJECTIVES OF ESL

The specific objective of the ESL program within the Adult and Continuing Education program is to teach adult students the use of English for (a) self-improvement, (b) educational advancement, and (c) job attainment or promotion.

PURPOSE OF THIS SECTION

The specific purpose of this portion of the handbook is to provide the ACE instructor with a brief description of the basic language teaching methodology and techniques used in the ESL programs. It is hoped that this information will serve especially the new teacher as practical basic guidelines in initial teaching efforts, and that the task as an ESL instructor will become easier as the teacher gains more practical experience in the classroom.

LANGUAGE TEACHING METHODOLOGY

In the ESL program, attention is given to all four skills of the language: listening, speaking, reading, and writing. The first priority is usually given to developing the listening and speaking skills. According to the individual student's English language proficiency level (and expressed needs), the teacher can work with the reading and writing skills.

In order to develop the listening (audio) and speaking (lingual) skills, the audio-lingual methodology has been found to be most effective. The basic concept of this methodology is that the teacher presents an oral model which the student repeats. As appropriate or required, the teacher must have a basic knowledge of the sound system of the English language. This knowledge must include all aspects of intonation, i.e., the stress, juncture, pitch and rhythm patterns of English as a spoken language.

Through expanded drill exercises, the student progresses from short single sentences or utterances to longer and more complicated sentences or utterances. The real challenge to the teacher is to lead the student from a very closely structured and controlled oral use of the language as presented in the texts or teacher-prepared materials, to a creative or functional (meaningful) use of the language. In this latter phase of language development, the student is using his total command of the language for the primary purpose of language, namely the communication of ideas.

To facilitate this growth in language development in students in the ACE ESL programs, the teacher should make every attempt possible to center his language teaching activities around situational learning experiences--everyday life situations--which are meaningful to the student. The following activities exemplify situational learning experiences in which various natural uses of the English language can be achieved by interaction between teacher-student and/or student-student.

(1) Establishing and maintaining social relations
(2) Seeking information
(3) Giving information
(4) Expressing one's reaction
(5) Problem-solving
(6) Conversing over a telephone
(7) Entertaining
(8) Shopping
(9) Sports
(10) Hobbies

Other real-life experiences can be suggested by the students. Each language learning situation lends itself to the development of the vocabulary which the student needs to orally (or graphically) communicate his ideas.

As noted above, the audio-lingual methodology places primary emphasis on the development of the listening and speaking skills of the language. The aural-oral drill exercises should be built around the basic structural sentence patterns of English. These patterns will be found in the student text, or can be prepared by the teacher. In the latter case, the teacher should have a basic ESL text available as a resource for selecting the structural (grammatical) patterns of English as appropriate to the English language proficiency of the student(s).

COMMENTS AND TECHNIQUES

The effectiveness of an ESL teacher in the classroom will depend to a large extent on his knowledge and use of sound language teaching techniques which will actively involve the student. The teacher must create a student-centered learning situation. Remember, it is the student

who is trying to learn the language! And, he will best learn by being given the opportunity to practice the spoken language intensively--and, to obtain immediate reinforcement. A good rule of thumb is that student activity should utilize 80% of the classroom time; teacher activity 20%! Techniques are the teacher's "tricks of the trade."

There are many proven techniques for use in teaching the audio-lingual skills. The dialog is perhaps the most frequently and easily used technique. The following examples illustrate the use of this technique.

Situation: A drugstore.
Clerk: Good morning. May I help you?
Customer: Yes, please, I'm looking for some toothpaste.
Clerk: Any special brand?
Customer: Do you have _____ (Brand X)?
Clerk: Yes. What size do you want?
Customer: I'll take the regular size. How much is it?
Clerk: Eighty-nine cents, please.

Various types of language teaching drills should be used to develop the audio-lingual skills of the student. Besides addressing specific structural problem areas, these drills provide variety and change of pace in the ESL classroom.

The following kinds of drills can be prepared by the teacher using whatever curriculum materials are available, or developing such drills around language learning situational experiences.

1. Substitution Drills
   Example: I want some _____. tea, coffee, milk.
2. Repetition Drills
   Example: This is a book. That is a desk.
   These are books. Those are magazines.
3. Transformation Drills
   Example: This is a bicycle. This is not a bicycle.
4. Question-Answer Drills
   Example: Does Joe work in Denver? No, Joe works in Dallas.
5. Other Techniques
   Examples: 20 Questions, role playing, songs, visits to stores, offices, etc. Interviews. extemporaneous one-minute talks, etc.

SOME ESL TEXTBOOKS FOR STUDENTS

A large number of paperback texts are available for ESL students at all levels of language proficiency. The following are some suggested titles. Review or sample copies can be obtained from the publishers. Some ESL texts are directed to speakers of a specific language who are studying ESL, e.g., Spanish-speaking students.

Lado English Series, Robert Lado, Regents Publishing Co., New York.

Beginners Lessons in English, Fisher and Dixon, Regents Publishing Co., Inc., New York.

Second Book in English, Robert J. Dixon, Regents Publishing Co., Inc., New York.

Learning to Use English, Mary Finocchiaro, Regents Publishing Co., Inc., New York.

Complete Course in English Series, Robert J. Dixon, Regents Publishing Co., Inc., New York.

Selections for Developing English Language Skills, Finocchiaro and Lavenda, Regents Publishing Co., Inc., New York, New York 10016.

English Step by Step With Pictures, Robert Dixon, Regents Publishing Co., Inc., New York.

Graded Exercises in English, Robert Dixon, Regents Publishing Co., Inc., New York.

GENERAL REFERENCE TEXTBOOKS

The following texts can be used as practical resources for developing teacher-made basic and/or supplementary materials for the ESL classroom. Two texts provide information on the sound system of English.

Pronunciation Contrasts in English, Don L. F. Nilsen/Allen Pace Nilsen, Regents Publishing Co., Inc., New York, New York 10016.

Pronunciation Exercises in English, Clarey and Dixon, Regents Publishing Co., Inc., New York, New York, 10016.

Essential Idioms in English, Robert J. Dixon, Regents Publishing Co., Inc., New York, New York 10016.

Everyday Dialogues in English, Robert J. Dixon, Regents Publishing Co., Inc., New York, New York 10016.

SPEAK clearly, slowly, and carefully.

USE large writing and pictures; make adjustments for learners with visual or auditory difficulties.

GIVE adequate and varied practice when necessary.

GUARANTEE a well-organized, business-like learning experience.

ENSURE success by presenting many short units rather than a few long ones.

STRESS the importance of each learner's proceeding at the individual's speed of learning.

TEACH complicated concepts and manual movements slowly, step by step.

INVOLVE all of the learners in planning and in class participation.

OFFER rewards for good work, minimize faults--accent the positive.

NEVER unduly burden learners with homework or deadlines.

SUPPORT your learners with empathy, patience, understanding and respect--enjoy learning with them.